

## 2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

**Campus Name:**

HARBY JH

**District Coordinator of School Improvement (DCSI) Name, Role:**

DR. BOBBY MARTINEZ

**Campus Number:**

020901003

**Superintendent Name:**

CAROL NELSON

**Date: December 8, 2020**

Friday, November 13, 2020



CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	ALVIN ISD	Campus Name	HARBY JH	Superintendent	CAROL NELSON	Principal	ELIZABETH LAWSON
District Number	020901	Campus Number	000000003	District Coordinator of School Improvement (DCSI)	Dr. Bobby Martinez	ESC Number	4
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	N/A	Was TAP Implementation Ordered or Voluntary?		ESC Support	
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
DCSI		I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.				Dr. Bobby Martinez, 11/13/20	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>		I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.				<Enter Name and Date>	
Principal		I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.				Elizabeth Lawson, 11/13/2020	
Board Approval Date	08-12-2020						
DATA ANALYSIS							
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.					<a href="https://rptsrv1.tea.texas.gov/perfreport/tap/2019/index.html">https://rptsrv1.tea.texas.gov/perfreport/tap/2019/index.html</a>		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.		Domain 1: 85% App 64 % Meets 30% Masters Rationale: All content areas have strong instructional coaches whose focus is to grow teachers. These percentages on Domain I will improve scores in both Domain I and III if there is no growth area for this year. Additionally, it will give us the Relative Performance score we need (based on Domain I Academic Achievement for Eco Dis).				
	What changes in student group and subject performance are included in these goals?		Domain 2B: 80 Rationale: Scaled Score will require only a 3+ raw score points increase in 2B and our plan is to carefully track Eco Dis after every assessment. Domain 3: 75% of student groups will meet all federal goals in all Domain 3 categories. Rationale: In Domain I, Academic Achievement MEETS in Reading & Math we earned only 1 yes. Our focus now is on 100% of our students scoring at meets (grade level) and we believe it is absolutely possible. Further, in TELPAS, we are focused on tracking our EL students after every assessment and we have improved how we provide for the learning needs of EL students.				
	If applicable, what goals has your campus set for CCMR and Graduation Rate?		Domain 1: All Students will perform at MEETS in all content areas. Domain 2B: EcoDis will be tracked closely. Domain 3: All eligible student groups will be tracked closely after each assessment.				
CAMPUS FOCUS AREAS							
Use information from your Reflective Prioritization Activity and ESF Diagnostic (if available) to complete the following section.							
Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.				3			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				3			
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.				3			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				4			
5.1 Objective-driven daily lesson plans with formative assessments.				1			
5.3 Data-driven instruction.				2			
PRIORITIZED FOCUS AREAS							
Complete each section below (please refer to your RPA):							
Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.							
Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.							
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <a href="https://texasesf.org/vetted-programs/">https://texasesf.org/vetted-programs/</a>							
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.							
Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.							
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <a href="https://texasesf.org/framework/">https://texasesf.org/framework/</a>							
	Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.		5.3 Data-driven instruction.				

<b>Rationale</b>	Lack of alignment with the use of district curriculum. Teachers follow scope and sequence but instruction and rigor were not aligned. Teachers do not use data to plan with intention. Campus Leadership checks for lesson plans but does not provide feedback about lesson design.	Assessment calendars are provided by the district which allows campus to strategically choose dates for testing based on scope and sequence. No evidence of scheduling data analysis. To date, there have not been campus common assessments to disaggregate to make informed decisions. There is a plan to provide support for teachers once testing occurs and data is analyzed. No evidence of plans for reteach with a corrective action plan. Master schedule reflects a common conference period for team planning and PLCs. Instructional Coaches create agendas using a common protocol. There is evidence of data discussion and instructional strategies, however no common assessments have been given in order to make adjustments to lesson delivery.	
<b>How will the campus build capacity in this area? Who will you partner with?</b>	We will be provided with support in this area by the District Curriculum Department, Instructional Coaches who are trained by the District, outside consultants and training provided through the ESF process and Region 4.	We will be provided with support in this area by the District Curriculum Department, Instructional Coaches who are trained by the District, outside consultants and training provided through the ESF process and Region 4.	
<b>Barriers to Address throughout this year</b>	New principal (first year was interrupted by COVID, new ELA Instructional Coach and several new teachers, offering both face to face and virtual instruction requires teachers to double plan and learn the new learning platforms and changing teacher mindset to understand the importance of planning, not only for individual students, but for student groups as well.	We have teachers and administrators who do not yet fully understand the accountability system and what we need to do to be successful, including getting all students to grade level in spite of COVID restrictions and burdens. We need to provide more training in engaging students virtually in instruction and in checking for understanding more carefully when students are virtually learning.	
<b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b>	Weekly newsletters, parent meetings, community partner meetings and through both district and campus website. Buy-in will be created through good communication and involving all stakeholders in planning for a good instructional program regardless of face to face or virtual.	Weekly newsletters, parent meetings, community partner meetings and through both district and campus website. Buy-in will be created through good communication and involving all stakeholders in planning for a good instructional program regardless of face to face or virtual.	
<b>Desired Annual Outcome</b>	Provide instruction and interventions that will enable all students to achieve at least at grade level in Domain I on 2021 STAAR and meet federal targets in Closing the Gaps.	Every student will be tracked for performance following every assessment. When the student is off-track and not moving forward (moving up a performance level), that student will receive interventions to catch them up academically and keep them performing at grade level.	
<b>District Commitment Theory of Action</b>	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then we will raise the level of instruction and student learning so that each student will be able to achieve grade level on 2021 STAAR in all content areas.	For assessments that are district provided and graded, if the district ensures that schools receive detailed reports within two instructional days, we will be able to intervene with all students who are not keeping up academically and will ensure that we keep all students on track to "MEET" in all content areas on 2021 STAAR.	if....then,

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

- For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

\*\* To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	70	MAP	CBA	70	57	CBA	75		TEA INTERIM	80		85
		All	All	Reading	Meets	STAAR	34	MAP	CBA	55	31	CBA	60		TEA INTERIM	62		64
		All	All	Reading	Masters	STAAR	13	MAP	CBA	25	15	CBA	27		TEA INTERIM	28		30
		All	All	Mathematics	Approaches	STAAR	75	MAP	CBA	70	62	CBA	75		TEA INTERIM	80		85
		All	All	Mathematics	Meets	STAAR	35	MAP	CBA	55	31	CBA	60		TEA INTERIM	62		64
		All	All	Mathematics	Masters	STAAR	12	MAP	CBA	25	11	CBA	27		TEA INTERIM	28		30
		All	All	Science	Approaches	STAAR	84	MAP	CBA	70	74	CBA	77		TEA INTERIM	81		85
		All	All	Science	Meets	STAAR	49	MAP	CBA	55	53	CBA	60		TEA INTERIM	62		64
		All	All	Science	Masters	STAAR	20	MAP	CBA	25	36	CBA	39		TEA INTERIM	42		45
		All	All	Social Studies	Approaches	STAAR	55	MAP	CBA	70	84	CBA	87		TEA INTERIM	90		93
		All	All	Social Studies	Meets	STAAR	21	MAP	CBA	55	65	CBA	68		TEA INTERIM	71		74
		All	All	Social Studies	Masters	STAAR	9	MAP	CBA	25	47	CBA	50		TEA INTERIM	53		56
		All	All	Writing	Approaches	STAAR	55	MAP		60	N/A	CBA	75		TEA INTERIM	80		85
		All	All	Writing	Meets	STAAR	18	MAP		50	N/A	CBA	60		TEA INTERIM	62		64
		All	All	Writing	Masters	STAAR	3	MAP		10	N/A	CBA	27		TEA INTERIM	28		30
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	All	Reading	Meets	STAAR	64	MAP	CBA	44	32	CBA	44		TEA INTERIM	80		44
		All	His	Reading	Meets	STAAR	64	MAP	CBA	37	28	CBA	37		TEA INTERIM	39		41
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	His	Mathematics	Meets	STAAR	64	MAP	CBA	40	28	CBA	40		TEA INTERIM	42		44
		All	SPED Current	Mathematics	Meets	STAAR	64	MAP	CBA	23	7	CBA	23		TEA INTERIM	23		25
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	38%	MAP	CBA	29	29	TELPAS PRACTICE	32		TELPAS PRACTICE	34		3600%

## CYCLE 1 90-DAY OUTCOMES (September - November)

**Essential Action:** Pre-populates from the 'Foundations' tab.

**Desired Annual Outcome:** Pre-populates from the 'Foundations' tab.

**For each Prioritized Focus Area, please complete the following sections:**

**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

**District Actions for this Cycle:** List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

**District Commitment Theory of Action:** Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	Provide instruction and interventions that will enable all students to achieve at least at grade level in Domain I on 2021 STAAR and meet federal targets in Closing the Gaps.	Every student will be tracked for performance following every assessment. When the student is off-track and not moving forward (moving up a performance level), that student will receive interventions to catch them up academically and keep them performing at grade level.	
<b>Desired 90-day Outcome</b>	READING CBA Approaches Reading 70 CBA Meets 55 CBA Masters 25	MATH Approaches 70 Meets 55 Masters 25	
<b>Barriers to Address During this Cycle</b>	New principal (first year was interrupted by COVID, new ELA Instructional Coach and several new teachers; offering both face to face and virtual instruction requires teachers to double plan and learn the new learning platforms and changing teacher mindset to understand the importance of planning, not only for individual students, but for student groups as well.	We have teachers and administrators who do not yet fully understand the accountability system and what we need to do to be successful, including getting all students to grade level in spite of COVID restrictions and burdens. We need to provide more training in engaging students virtually in instruction and in checking for understanding more carefully when students are virtually learning.	
<b>District Actions for this Cycle</b>	Provide MAP test and TEA Interim Tests for baseline and Cycle 1 assessments.	Provide content area CBAs.	
<b>District Commitment Theory of Action</b>	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then we will raise the level of instruction and student learning so that each student will be able to achieve grade level on 2021 STAAR in all content areas.	For assessments that are district provided and graded, if the district ensures that schools receive detailed reports within two instructional days, we will be able to intervene with all students who are not keeping up academically and will ensure that we keep all students on track to "MEET" in all content areas on 2021 STAAR. For assessments that are district provided and graded, if the district ensures that	if....then,

## ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Create a Master Bell Block schedule to include an intervention period (30 min) per day to address academics/extension/interventions and social/emotional health of students (mentor students) AND conclusive of both face to face and virtual classes.	5.3	8/1/20 to 8/20/20	N/A	E. Lawson	Complete Master Schedule	8/21/2020	Met	N/A
Create data tracking platform to monitor student growth after each major assessment. Platform will track overall performance by student, teacher, and class period. Student progress toward measurable goals is visible in each and every classroom and throughout the school. (ESF Lever 5.3)	5.3	8/1/20 - 9/30/20	Various data tracking platforms for ideas	E. Lawson	Data Tracking Platform ready for 1st assessment at the end of Cycle 1	11/20/2020	Met	Make adjustments as issues become apparent in the tracking system.
Provide instructional resources and supplies for teachers and students.	5.1 and 5.3	8/20/20 Ongoing throughout school year	Resources (Title I Funding)	E. Lawson	Purchased resources (receipts)	Ongoing throughout school year	Met for 1st Cycle	Purchase additional resources as needed.
Based on the Effective School Framework, implement campus-wide instructional protocols in each classroom. (Unpacking Objectives, Homework Turn In, Formative Assessments, Posted Agendas)	5.1	8/20 Ongoing throughout school year	Scope and Sequence, Curriculum framework, posters and supplies for teachers	E. Lawson	Purchased resources (receipts)	Ongoing throughout school year monitored during walkthroughs	Met for 1st Cycle	Purchase additional resources as needed.
Implement AVID strategies campus wide: planners/binders and Writing Friday during intervention period. Incorporate regular binder checks will be conducted in order to track data and overall effectiveness for students.	5.1	8/20 Ongoing throughout school year	Binders visible in classroom; student writing posted	E. Lawson	Purchase binders and planners for teachers	Followup through checks during walkthroughs	Met for 1st Cycle	N/A

REFLECTION and PLANNING for NEXT 90-DAY CYCLE		
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	Yes -- We began in the summer and completed after interim testing.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No -- TEA Interim test is a comprehensive test for the entire year. We are using it as a baseline in math and reading so we can measure growth in the Spring. Social Studies we exceeded our goal for the end of the year.	
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps
	Provide instructional resources and supplies for teachers and students. Based on the Effective School Framework, implement campus-wide instructional protocols in each classroom. (Unpacking Objectives, Homework Turn In, Formative Assessments, Posted Agendas) Implement AVID strategies campus wide: planners/binders and Writing Wednesday during intervention period. Incorporate regular binder checks will be conducted in order to track data and overall effectiveness for students.	Special Education teachers (resource/co-teachers) will monitor and track progress of their students and provide tutorials as necessary. Provide opportunities for students to complete Imagine Learning (Reading/Math) a minimum of once per week during the instructional day. Incentives for students who complete more than 30 lessons. Implement a monthly RTI process and procedure to identify and track students with significant learning gaps or who lack foundation skills and provide them with interventions (in class/tutorials).

## CYCLE 2 90-DAY OUTCOMES (December-February)

**Essential Action:** Pre-populates from the 'Foundations' tab.

**Desired Annual Outcome:** Pre-populates from the 'Foundations' tab.

**For each Prioritized Focus Area, please complete the following sections:**

**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

**District Actions for this Cycle:** List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

**District Commitment Theory of Action:** Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	0
<b>Desired Annual Outcome</b>	Provide instruction and interventions that will enable all students to achieve at least at grade level in Domain 1 on 2021 STAAR and meet federal targets in Closing the Gaps.	Every student will be tracked for performance following every assessment. When the student is off-track and not moving forward (moving up a performance level), that student will receive interventions to catch them up academically and keep them performing at grade level.	0
<b>Desired 90-day Outcome</b>	Reading Approaches 55 Meets 50 Masters 15	MATH Approaches 60 Meets 49 Masters 15	
<b>Barriers to Address During this Cycle</b>	New principal (first year was interrupted by COVID, new ELA Instructional Coach and several new teachers; offering both face to face and virtual instruction requires teachers to double plan and learn the new learning platforms and changing teacher mindset to understand the importance of planning, not only for individual students, but for student groups as well.	We have teachers and administrators who do not yet fully understand the accountability system and what we need to do to be successful, including getting all students to grade level in spite of COVID restrictions and burdens. We need to provide more training in engaging students virtually in instruction and in checking for understanding more carefully when students are virtually learning.	
<b>District Actions for this Cycle</b>	Provide MAP test and TEA Interim Tests for baseline and Cycle 1 assessments.	Provide content area CBAs.	
<b>District Commitment Theory of Action</b>	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then we will raise the level of instruction and student learning so that each student will be able to achieve grade level on 2021 STAAR in all content areas.	For assessments that are district provided and graded, if the district ensures that schools receive detailed reports within two instructional days, we will be able to intervene with all students who are not keeping up academically and will ensure that we keep all students on track to "MEET" in all content areas on 2021 STAAR. For assessments that are district provided and graded, if the district ensures that schools receive detailed reports within	If....then,



## ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Provide instructional resources and supplies for teachers and students.	5.1 and 5.3	8/20/20 Ongoing throughout school year	Resources (Title I Funding)	E. Lawson	Purchased resources (receipts)	Ongoing throughout school year		
Based on the Effective School Framework, implement campus-wide instructional protocols in each classroom. (Unpacking Objectives, Homework Turn In, Formative Assessments, Posted Agendas)	5.1	8/20 Ongoing throughout school year	Scope and Sequence, Curriculum framework, posters and supplies for teachers	E. Lawson	Purchased resources (receipts)	Ongoing throughout school year monitored during walkthroughs		
Implement AVID strategies campus wide: planners/binders and Writing Friday during intervention period. Incorporate regular binder checks will be conducted in order to track data and overall effectiveness for students.	5.1	8/20 Ongoing throughout school year	Binders visible in classroom; student writing posted	E. Lawson	Purchase binders and planners for teachers	Followup through checks during walkthroughs		
Special Education teachers (resource/co-teachers) will monitor and track progress of their students and provide tutorials as necessary.	5.1 and 5.3	8/20 Ongoing throughout school year	Trackers evident in classroom; tutoring sessions established.	E. Lawson	N/A	Followup through checks during walkthroughs		
Provide opportunities for students to complete Imagine Learning (Reading/Math) a minimum of once per week during the instructional day. Incentives for students who complete more than 30 lessons.	5.3	8/20 Ongoing throughout school year	Imagine Learning Reports	E. Lawson	Imagine Learning for both Reading and Math; Incentives	Check Imagine Learning Reportsw		
Implement a monthly RTI process and procedure to identify and track students with significant learning gaps or who lack foundation skills and provide them with interventions (in class/tutorials).	5.3	8/20 Ongoing throughout the school year	RIT Reports; Intervention schedule	E. Lawson	RTI Committee Minutes and Agenda	Walkthroughs in tutorial classes		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE		
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps
	ALL ACTION STEPS WILL BE CONTINUED INTO CYCLE 3	1. Provide SAT bootcamp for qualifying students. 2. Establish bootcamp and other activities for STAAR Prep

### CYCLE 3 90-DAY OUTCOMES (March-May)

**Essential Action:** Pre-populates from the 'Foundations' tab.

**Desired Annual Outcome:** Pre-populates from the 'Foundations' tab.

**For each Prioritized Focus Area, please complete the following sections:**

**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

**District Actions for this Cycle:** List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

**District Commitment Theory of Action:** Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	0
<b>Desired Annual Outcome</b>	Provide instruction and interventions that will enable all students to achieve at least at grade level in Domain I on 2021 STAAR and meet federal targets in Closing the Gaps.	Every student will be tracked for performance following every assessment. When the student is off-track and not moving forward (moving up a performance level), that student will receive interventions to catch them up academically and keep them performing at grade level.	0
<b>Desired 90-day Outcome</b>	READING Approaches 65 Meets 55 Masters 18	READING Approaches 65 Meets 55 Masters 18	
<b>Barriers to Address During this Cycle</b>	New principal (first year was interrupted by COVID, new ELA Instructional Coach and several new teachers; offering both face to face and virtual instruction requires teachers to double plan and learn the new learning platforms and changing teacher mindset to understand the importance of planning, not only for individual students, but for student groups as well.	We have teachers and administrators who do not yet fully understand the accountability system and what we need to do to be successful, including getting all students to grade level in spite of COVID restrictions and burdens. We need to provide more training in engaging students virtually in instruction and in checking for understanding more carefully when students are virtually learning.	
<b>District Actions for this Cycle</b>	Provide MAP test and TEA Interim Tests for baseline and Cycle 1 assessments.	Provide content area CBAs.	
<b>District Commitment Theory of Action</b>	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then we will raise the level of instruction and student learning so that each student will be able to achieve grade level on 2021 STAAR in all content areas.	For assessments that are district provided and graded, if the district ensures that schools receive detailed reports within two instructional days, we will be able to intervene with all students who are not keeping up academically and will ensure that we keep all students on track to "MEET" in all content areas on 2021 STAAR. For assessments that are district provided and graded, if the district ensures that schools receive detailed reports within two instructional days, we will be able to intervene with all students who are not keeping up academically and will ensure that we keep all students on track to "MEET" in all content areas on 2021 STAAR.	If....then,

## ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Provide instructional resources and supplies for teachers and students.	5.1 and 5.3	8/20/20 Ongoing throughout school year	Resources (Title I Funding)	E. Lawson	Purchased resources (receipts)	Ongoing throughout school year		
Based on the Effective School Framework, implement campus-wide instructional protocols in each classroom. (Unpacking Objectives, Homework Turn In, Formative Assessments, Posted Agendas)	5.1	8/20 Ongoing throughout school year	Scope and Sequence, Curriculum framework, posters and supplies for teachers	E. Lawson	Purchased resources (receipts)	Ongoing throughout school year monitored during walkthroughs		
Implement AVID strategies campus wide: planners/binders and Writing Friday during intervention period. Incorporate regular binder checks will be conducted in order to track data and overall effectiveness for students.	5.1	8/20 Ongoing throughout school year	Binders visible in classroom; student writing posted	E. Lawson	Purchase binders and planners for teachers	Followup through checks during walkthroughs		

Special Education teachers (resource/co-teachers) will monitor and track progress of their students and provide tutorials as necessary.	5.1 and 5.3	8/20 Ongoing throughout school year	Trackers evident in classroom; tutoring sessions established.	E. Lawson	N/A	Followup through checks during walkthroughs		
Provide opportunities for students to complete Imagine Learning (Reading/Math) a minimum of once per week during the instructional day. Incentives for students who complete more than 30 lessons.	5.3	8/20 Ongoing throughout school year	Imagine Learning Reports	E. Lawson	Imagine Learning for both Reading and Math; Incentives	Check Imagine Learning Reportsw		
Implement a monthly RTI process and procedure to identify and track students with significant learning gaps or who lack foundation skills and provide them with interventions (in class/tutorials).	5.3	8/20 Ongoing throughout the school year	RIT Reports; Intervention schedule	E. Lawson	RTI Committee Minutes and Agenda	Walkthroughs in tutorial classes		
Provide SAT bootcamp for qualifying students.	5.3	Cycle 3 prior to SAT	SAT tutor	E. Lawson	Tutoring schedule established and resources secured	Monitor through walkthroughs during tutoring session; number of students eligible for testing.		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE		
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

END OF YEAR REFLECTION			
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

## CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

**Essential Action:** From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

**Rationale:** Explain the reason(s) this campus chose to focus on these Essential Actions this year.

**Communication:** Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

**Desired Annual Outcome:** For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

**Capacity Building:** For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here:

<https://texasessf.org/vetted-programs/>

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

**District Actions for this Cycle:** List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

**District Commitment Theory of Action:** For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here:

<https://texasessf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

## ACTION PLAN



For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

**For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.**

[illegible]